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ASSIGNMENT BOOKLET
SST1150 Social Studies 10-2
Module 1 Assignment

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SOCIAL STUDIES 10-2

ASSIGNMENT BOOKLET

Learn  veryWare

Module 1: Globalization and Identity

we explore

Social Studies 10-2
Module 1: Globalization and Identity
Assignment Booklet
ISBN 978-0-7741-3089-9

This document is intended for	
Students	✓
Teachers	✓
Administrators	
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MODULE 1 ASSIGNMENT BOOKLET

The assignments that you complete may or may not be graded. Contact your teacher to determine which assignments will be graded.

Module 1: Section 1: Lesson 1: Get Focused

Notebook: Global Connections Survey

This activity may not be evaluated, but is required to support your inquiry. Save your work in your Notebook.

Highlight or circle the **most accurate** answers to the questions that follow:

1. Where are most of your friends from?

Canada

A country or countries other than Canada

Both Canada and other countries

I don't know.

2. Where do most of the products you use on a daily basis come from?

Canada

A country or countries other than Canada

Both Canada and other countries

I don't know.

3. Where were your ancestors born?

Canada

A country or countries other than Canada

Both Canada and other countries

I don't know.

4. Where does most of your digital entertainment (e.g., movies, television, video, and computer games) come from?

Canada

A country or countries other than Canada

Both Canada and other countries

I don't know.

5. Who do you think has the most impact on the decisions that our government makes?

Canada

A country or countries other than Canada

Both Canada and other countries

I don't know.

Module 1: Section 1: Lesson 1: Explore 1**Journal: My Connections to the Past**

Cut and paste your unique map into the space below. Write a paragraph explaining how your ancestors' contact with new cultures and people affected their way of life. Think about how that cultural contact affected them and eventually you. Did they give up some of their traditions or their language and learn new ones? Did they lose their traditional land or get new land and property? Did they go to different schools, learn new skills, eat different foods, or wear new clothes? How did these connections change them? How have these connections influenced you and your way of life today?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 1: Lesson 1: Explore 2

Journal: A Day in My Globalized Life

Tell the story of a typical day in your life. Describe the things you do each day, including the people you talk to, the clothes you wear, the food you eat, the places you work, the energy you use, how you travel from place to place, and the forms of entertainment you enjoy. Every time you connect with an idea, food, product, or a service that originated in another country, or a person from a different country or culture, draw an icon such as the following:



This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is more room for your response on the next page.

Using the “Interactive Map” found on the Social Studies 10-2 Multimedia DVD, locate the places you identified in your story. What do you notice about your connections? Where are there connections? Where are there no connections? If any of your classmates have posted a blog entry already, look at their maps. What countries are people most connected with? Which parts of the world are not on your maps at all?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

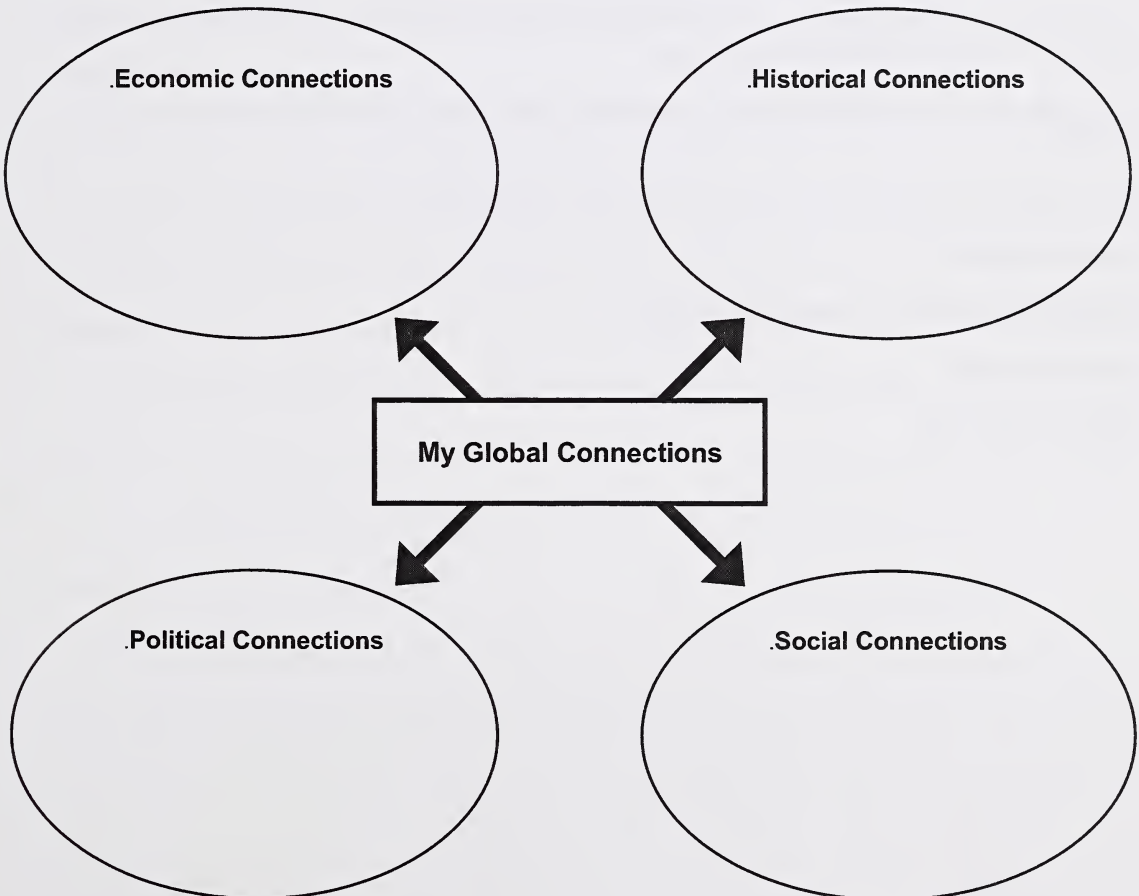
Module 1: Section 1: Lesson 1: Explore 4**Notebook: My Global Connections**

This activity may not be evaluated, but is required to support your inquiry. Save your work in your Notebook.

Take another look at your journal entry "A Day in My Globalized Life." Organize the global connections you identified, and any others you have thought about, into a concept web that **MUST INCLUDE** items in the following categories:

- Economic Connections
- Social Connections
- Historical Connections
- Political Connections

You can use the template provided on the next page or use another format, such as an outline or notes organized into headings.



Module 1: Section 1: Lesson 2: Explore 1

Notebook: Understanding Global Issues

Find your own news story that describes a significant issue that has both global and local connections. There are many places where you can look for news stories. You can look at your own local newspaper or its website, or a larger provincial paper such as the *Edmonton Journal*, *Calgary Herald*, *Edmonton Sun*, or *Calgary Sun*. You can look at a national newspaper such as the *National Post*. You can also check the Internet for some Canadian news websites.

Some sample stories are provided on the Social Studies 10-2 Multimedia DVD. Got to the DVD and read "Residents Put Their Foot Down," "Carnage Continues in Forest Products Industry," "Foreign Workers Arrive," and "New Homeland."

Think about the story you chose and why it is important locally and globally. Feel free to discuss it with your classmates, your family, your friends, your teacher, and others. Locate the countries involved on the "Interactive Map" on the Social Studies 10-2 Multimedia DVD. Print the map and cut and paste it into the space provided.

Complete the questions based on the news story you selected. You will need the material from this assignment for other activities in this section.

This activity may not be evaluated, but is required to support your inquiry. Save your work in your Notebook.

Date: _____

Headline of article: _____

Source of article (name of newspaper or URL): _____

Date of publication: _____

Paste your map here:

1. Briefly summarize the article.

2. How might this story affect you in each of the following ways?

economically:

socially:

politically:

in other ways:

3. How might this story affect your local community in each of the following ways?

economically:

socially:

politically:

in other ways:

4. How might this story affect the global community?

economically:

socially:

politically:

in other ways:

Module 1: Section 1: Lesson 2: Explore 5**Notebook: Impact of Migration on Individuals**

For the group or people you have chosen, include possible effects on cultural identity, including assimilation, accommodation, marginalization, and integration.

This activity may not be evaluated, but is required to support your inquiry. Save your Impact of Migrations on Individuals chart in your Notebook.

Criteria	Rating	Evidence to Support Your Rating
Political Freedom <ul style="list-style-type: none">• leads to greater freedom• leads to equality		
Economic Well-Being <ul style="list-style-type: none">• leads to greater wealth		
Social Well-Being <ul style="list-style-type: none">• leads to freedom to maintain way of life		

Scoring Criteria: Evaluating the Impact of Migration on Individuals

	Exploration and Analysis 10 marks	Defence of Rating 10 marks	Communication 5 marks
5 Excellent	<p>You have...</p> <ul style="list-style-type: none"> explored the issue thoroughly with a perceptive consideration for the perspectives of others shown a strong understanding of the effectiveness of a response to the legacies of historical globalization and imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with one or more convincing arguments given evidence that is specific and accurate 	<p>You have...</p> <ul style="list-style-type: none"> written in a fluent, creative, and highly convincing way
4 Proficient	<p>You have...</p> <ul style="list-style-type: none"> explored the issue suitably with appropriate consideration for the perspectives of others shown a clear understanding of the effectiveness of a response to the legacies of historical globalization and imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with one or more appropriate arguments given evidence that is relevant and mostly correct 	<p>You have...</p> <ul style="list-style-type: none"> written in a clear, structured, and credible way
3 Satisfactory	<p>You have...</p> <ul style="list-style-type: none"> explored the issue adequately with suitable consideration for the perspectives of others shown a straightforward understanding of the effectiveness of a response to the legacies of historical globalization and imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with one or more straightforward arguments given evidence that is general or partially undeveloped 	<p>You have...</p> <ul style="list-style-type: none"> written in a generally clear, matter-of-fact way
2 Limited	<p>You have...</p> <ul style="list-style-type: none"> explored the issue superficially with some factual errors, with minimal consideration for the perspectives of others shown a confused understanding of the impact of the effectiveness of a response to the legacies of historical globalization and imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with superficial or inaccurate arguments given evidence that is overgeneralized or irrelevant 	<p>You have...</p> <ul style="list-style-type: none"> written in an unconvincing, confused, or ineffective way

Module 1: Section 2: Lesson 1: Explore 1

Journal: Who Am I?

Write a list of five to ten ways you could answer the following question: Who Am I?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 2: Lesson 1: Explore 2

Notebook: Ranking Exercise: Who Am I?

Think about the list you completed in your “Journal: Who Am I?” activity you completed earlier. How would you classify each feature of your identity? Divide it up into the categories in this activity. If you think there are any missing categories, add them in. Put each item from your list under one of the headings.

When you have completed organizing the aspects of your identity into categories, decide which ones matter the most to you. Rank these influences in order of their importance to you, and provide reasons for your choice.

This activity may not be evaluated, but is required to support your inquiry. Save your work in your Notebook.

1. Copy your list from the “Journal: Who Am I?” activity.

2. When you have completed your list, think about the influences that led you to each answer. Write each of your answers into one or more of the following categories. If you think there are any missing categories, add them.

My relationship to my family
My relationship to my friends
Where I live
My language
My culture
My relationship to the land
My religion or spiritual beliefs
The media, including television, movies, newspapers, and the Internet
Other

3. Take a closer look at each one of your answers. Which of the categories have the strongest influence on your identity? Rank the influences in order from one to ten, with one being the most important and ten being the least important. For each category explain why you ranked it as you did.

Category	Order of Importance	Reasons for Your Ranking
My relationship to my family		
My relationship to my friends		
Where I live		
My language		
My culture		
My relationship to the land		
My religion or spiritual beliefs		
The media, including television, movies, newspapers, and the Internet		
Other		

Module 1: Section 2: Lesson 1: Explore 3

Journal: My Identity

What do you think? What factor is the most important influence on your unique identity? Why?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 2: Lesson 2: Get Focused

Journal: My Name

Do some research into your own name. What does it mean? Who chose it? What does it say about you and where you are from? Write about the meaning of your name and what it says about you in your journal or blog.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 2: Lesson 2: Explore 4

Journal: I Lost My Talk

From the perspective of these writers, what was the impact of the loss of their language on their identity?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

Module 1: Section 2: Lesson 2: Explore 7

Journal: Preserving Language

What is your first language? Do you speak French or an Aboriginal language? Do you speak another language as your first language? Why do you think people want to hold on to their traditional languages? Should people try to preserve their languages? Support your answer by referring to what you have learned in this lesson or your own personal experience.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 2: Lesson 3: Explore 2

Journal: Clothing and Identity

How does your style reflect your identity? Look at what you are wearing right now. Did you obtain your clothing and other items of your attire to express your individual identity or your collective identity? Describe how you look and what it says about your individual and collective identity.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 2: Lesson 3: Explore 3

Journal: Traditions and Identity

People in Canada and around the world have important traditions that they use to express their identity. Describe an important tradition in your family or community. It may be a tradition that has been passed down through your family for generations, or it may be an activity practised by your religion or your cultural group. It may be a certain recipe that is cooked for a special occasion, a holiday you celebrate, or a belief that you and your community share.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 2: Lesson 3: Explore 6

Journal: Connecting With the Land

What does globalization have to do with your relationship to the land? Explore the impact of globalization on your connections with the land, including where you live, your recreational activities, possible employment, and living a sustainable lifestyle.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 2: Lesson 3: Explore 8

Notebook: Expressing Identity in a Globalizing World

This activity may not be evaluated, but is required to support your inquiry. Save your work in your Notebook.

For this assignment you will choose one of the following ways in which people express their identity in our globalizing world and complete two related readings. You will compare the perspective portrayed by each of the writers and explain how closely it represents your own views.

Go to the Social Studies 10-2 Multimedia DVD, and choose from the following readings:

- Traditions
"Christmas in Politically Correct Times" (760 words, RL 11)
- The Arts
"Investing in Indigenous Culture" (720 words RL 12)
"How Art Shapes Identity" (430 words RL 9)

In this lesson you have looked at the point of view of a number of people on the impact of identity in a globalizing world. Some people believe that globalization leads to greater diversity, while others believe that it is making us all more alike.

Highlight the theme you have chosen to explore:

- the arts
- traditions
- spirituality
- attire

Attach copies of the articles (numbered 1 and 2) that you have chosen for this analysis and consider the following. What ideas do each of the sources presented communicate to you about the impact of globalization on your identity? Explain the point of view of the author of each article, and identify the impact of globalization. After you have analyzed both sources, provide your own point of view. Support your response by referring to details in the sources and your understanding of the impact of globalization in point form.

1. From the point of view of the first author, is globalization leading to greater or fewer opportunities to express individual or collective identity?

2. In point form, list the most convincing arguments the author has presented.

3. From the point of view of the second author, is globalization leading to greater or fewer opportunities to express individual or collective identity?

4. In point form, list the most convincing arguments the author has presented.

5. In your opinion, is globalization leading to greater or fewer opportunities to express your individual or collective identity?
-
6. In point form, list your most convincing arguments.
-

Scoring Criteria: Expressing Identity in a Globalizing World

	Limited 2	Satisfactory 3	Proficient 4	Excellent 5
Defense of Position (×2)	<ul style="list-style-type: none">• Questionable logic or simple assertions• Superficial and/or irrelevant evidence• Incomplete or confused understanding of applicable concepts	<ul style="list-style-type: none">• Adequate arguments• Relevant but general evidence• Acceptable understanding of applicable concepts	<ul style="list-style-type: none">• Sound arguments• Relevant and appropriate evidence• Clear understanding of applicable concepts	<ul style="list-style-type: none">• Logical, convincing arguments• Specific, accurate evidence• Perceptive understanding of applicable concepts

Interpretation of Sources (×2)	<ul style="list-style-type: none"> • Overgeneralized interpretation with substantial misconception • Major errors • Confused understanding of applicable concepts 	<ul style="list-style-type: none"> • Valid but general interpretation • Relevant but incompletely developed evidence • Acceptable understanding of applicable concepts 	<ul style="list-style-type: none"> • Specific and accurate interpretation • Relevant and appropriate evidence • Clear understanding of applicable concepts 	<ul style="list-style-type: none"> • Insightful and comprehensive interpretations • Specific and accurate evidence • Confident and perceptive understanding of applicable concepts
Communication	<ul style="list-style-type: none"> • Unconvincing, confused or ineffective 	<ul style="list-style-type: none"> • Generally clear and matter of fact 	<ul style="list-style-type: none"> • Clear, structured and appropriate 	<ul style="list-style-type: none"> • Fluent, creative and highly convincing

Module 1: Section 2 Challenge

The Impact of Globalization on Your Identity

In this assignment you will create a multimedia presentation showing who you are and how global forces have had an impact on your identity.

Some possible formats include the following:

- a labelled drawing of yourself
- an illustrated narrative
- a video interview
- an original song
- a digital story
- a slide show presentation
- a poem

Do you have another idea? Discuss it with your teacher. Discuss with your teacher how to submit your presentation.

Scoring Criteria: Creative Presentation

	Exploration 10 Marks	Explanation 10 Marks	Communication 5 marks
5 Excellent	Your exploration of the issue... <ul style="list-style-type: none"> • is thoughtful and detailed • shows a perceptive understanding 	Your explanation is... <ul style="list-style-type: none"> • convincing and insightful, based on compelling evidence 	You have presented your ideas... <ul style="list-style-type: none"> • engagingly, making highly effective use of the medium

4 Proficient	<p>Your exploration of the issue...</p> <ul style="list-style-type: none"> • is understandable and clear cut • shows a clear understanding 	<p>Your explanation is...</p> <ul style="list-style-type: none"> • logical and suitable, based on convincing evidence 	<p>You have presented your ideas...</p> <ul style="list-style-type: none"> • convincingly, making effective use of the medium (with few errors)
3 Satisfactory	<p>Your exploration of the issue...</p> <ul style="list-style-type: none"> • is general and straightforward • shows an acceptable understanding 	<p>Your explanation is...</p> <ul style="list-style-type: none"> • relevant and acceptable, based on adequate evidence 	<p>You have presented your ideas...</p> <ul style="list-style-type: none"> • conventionally, making satisfactory use of the medium (minor errors do not interfere with your message)
2 Limited	<p>Your exploration of the issue...</p> <ul style="list-style-type: none"> • is limited and overgeneralized • shows an inadequate understanding 	<p>Your explanation is...</p> <ul style="list-style-type: none"> • simple or confused, based on incomplete evidence 	<p>You have presented your ideas...</p> <ul style="list-style-type: none"> • weakly, making limited use of the medium (errors get in the way of your message)
1 Poor	<p>Your exploration of the issue...</p> <ul style="list-style-type: none"> • is irrelevant or inaccurate • shows little understanding 	<p>Your explanation is...</p> <ul style="list-style-type: none"> • difficult to determine, based on unrelated evidence 	<p>You have presented your ideas...</p> <ul style="list-style-type: none"> • unclearly, making ineffective use of the medium (errors obstruct your message)
Score	(×2)	(×2)	

Module 1: Section 3: Lesson 1: Explore 3

Notebook: Identity in a Globalizing World

Consider your own collective identity as a member of an ethnic, religious, cultural, or linguistic group. Do you think of yourself as belonging to one distinct culture, or are you a hybrid?

What aspects of your identity really matter to you? Which ones do you want to preserve? Which ones are you prepared to give up or change because of global influences?

Complete the chart, rating each aspect of your cultural identity on a scale of 1 to 4. A rating of 1 means you are prepared to completely give up this aspect of your identity. A rating of 4 means you want to hold on to this aspect of your identity.

This activity may not be evaluated, but is required to support your inquiry. Save your Identity in a Globalizing World chart in your Notebook.

Category	Rating	Reasons for Your Rating
	1. prepared to give up completely 2. prepared to change or alter greatly 3. prepared to change to some extent 4. protect completely	
Traditions <ul style="list-style-type: none"> • customs • food • dress • holidays 		
Language		
Religious or Spiritual Beliefs		
Artistic Expression <ul style="list-style-type: none"> • music • visual arts • performing arts • literary arts 		
Values and Beliefs <ul style="list-style-type: none"> • family values • political values • economic values 		
Relationship to the Land		

Module 1: Section 3: Lesson 1: Explore 5

Journal: What Do You Think?

What do you think? Is the world developing one huge collective identity? Is that good or bad? Consider the point of view of the author of “Do you have dinner with your family?” and the viewpoint of student who wrote “The United States of Borg.” Think about changes you have seen in your own family and community. Look over your answers in the chart “Changing Identities in the Global Village.” Think about what your classmates believe. Support your views with what you have learned in this lesson.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 3: Lesson 2: Explore 1

Notebook: Collective Identity Survey

This activity may not be evaluated, but is required to support your inquiry. Save your Collective Identity Survey chart in your Notebook.

Cultural Group Surveyed: _____

Questions	Responses	Total
Question One:		
<i>Comments:</i>		
Question Two:		
<i>Comments:</i>		
Question Three:		
<i>Comments:</i>		
Question Four:		
<i>Comments:</i>		
Question Five:		
<i>Comments:</i>		
TOTAL		

Sample Questions

Choose five questions from the list or make up your own.

- Language:** Over the past ten years, do you think your cultural group has become more or less likely to speak its traditional language? (Responses: more likely, less likely, no change)
- Traditions and customs:** Over the past ten years, do you think your cultural group has become more or less likely to observe its traditions and customs? (Responses: more likely, less likely, no change)
- Values and morals:** Over the past ten years, do you think your cultural group has become more or less likely to follow its customary moral behaviour? (Responses: more likely, less likely, no change)
- Religion and spirituality:** Over the past ten years, do you think your cultural group has become more or less likely to follow its religious or spiritual beliefs? (Responses: more likely, less likely, no change)

5. **Relationship to the land:** Over the past ten years, do you think your cultural group has become more or less likely to think about the land in the same way? (Responses: more likely, less likely, no change)
6. **Identifying with your culture:** Over the past ten years, do you think people in your cultural group have become more or less likely to identify themselves as members of the group? (Responses: more likely, less likely, no change)
7. **Changes in identity:** Overall, do you think the identity of your cultural group is getting stronger or weaker over time? (Responses: stronger, weaker, no change)
8. **How important is your cultural identity to you?** (Responses: very important, somewhat important, not important)

Analysis of Results

1. Did the people you surveyed indicate mostly that their collective identity was being maintained or mostly that it was being lost?

2. In which specific areas was change identified?

3. What reasons did they provide for these results?

4. What reasons can you suggest for these results?

Module 1: Section 3: Lesson 2: Explore 7

Journal: Challenges to Identity

What do you think? How does globalization challenge collective identities? How should we respond to those challenges?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

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Module 1: Section 3: Lesson 3: Explore 2

Journal: Broadcasting Culture

Do you think specialized television programming is a useful way to preserve the identities of cultural groups? Why or why not? Respond below.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

Module 1: Section 3: Lesson 3: Explore 3**Notebook: Website Analysis Chart**

Find three websites that were designed to provide information about the cultural group you selected.

Look for three things:

- historical and descriptive information about the group
- current information about the strength of the group in Canada today
- what measures it is taking to preserve and promote its identity

British
Nehiyawak
Siksika
Hutterite
Chinese
Lebanese
Sikh
Ukrainian
French
Métis
German
Mennonite
Filipino
Japanese
Mormon
Polish
Vietnamese
Sudanese
Jewish
Pakistani
Doukhobor

Complete the following Website Analysis Chart for each of the three websites. You will need this information to complete the Section Challenge.

This activity may not be evaluated but is required to support your inquiry. Save your Website Analysis charts in your Notebook.

URL of Website 1 Criterion	Notes	Score (0–5*)
Reliability <ul style="list-style-type: none"> • Author or sponsoring organization's name is provided • Author's background shows expert knowledge of the subject area • Contact information is given 		
Accuracy <ul style="list-style-type: none"> • Up-to-date (date of publication/revision provided) • Truthful (sources cited are reliable) • Supporting evidence (logical reasoning and evidence shown) • Correct (grammar and spelling are correct, links are current) 		
Objectivity <ul style="list-style-type: none"> • Purpose – Does the "About Us" explain why this site was made? • Fair – Is this site trying to sell something? 		
Usefulness <ul style="list-style-type: none"> • Meets the needs of the project • Provides valuable information • Gives a unique perspective not found in other sources, including non-Internet sources • Does not duplicate other sources in use 		
Total		

* Score 0–5 points, where 5 is excellent, showing all the criteria are met, and 0 is poor, showing none of the criteria are met.

URL of Website 2 Criterion	Notes	Score (0–5*)
Reliability <ul style="list-style-type: none"> • Author or sponsoring organization's name is provided • Author's background shows expert knowledge of the subject area • Contact information is given 		
Accuracy <ul style="list-style-type: none"> • Up-to-date (date of publication/revision provided) • Truthful (sources cited are reliable) • Supporting evidence (logical reasoning and evidence shown) • Correct (grammar and spelling are correct, links are current) 		
Objectivity <ul style="list-style-type: none"> • Purpose – Does the "About Us" explain why this site was made? • Fair – Is this site trying to sell something? 		
Usefulness <ul style="list-style-type: none"> • Meets the needs of the project • Provides valuable information • Gives a unique perspective not found in other sources, including non-Internet sources • Does not duplicate other sources in use 		
Total		

* Score 0–5 points, where 5 is excellent, showing all the criteria are met, and 0 is poor, showing none of the criteria are met.

URL of Website 3 Criterion	Notes	Score (0–5*)
Reliability <ul style="list-style-type: none"> • Author or sponsoring organization's name is provided • Author's background shows expert knowledge of the subject area • Contact information is given 		
Accuracy <ul style="list-style-type: none"> • Up-to-date (date of publication/revision provided) • Truthful (sources cited are reliable) • Supporting evidence (logical reasoning and evidence shown) • Correct (grammar and spelling are correct, links are current) 		
Objectivity <ul style="list-style-type: none"> • Purpose – Does the “About Us” explain why this site was made? • Fair – Is this site trying to sell something? 		
Usefulness <ul style="list-style-type: none"> • Meets the needs of the project • Provides valuable information • Gives a unique perspective not found in other sources, including non-Internet sources • Does not duplicate other sources in use 		
Total		

* Score 0–5 points, where 5 is excellent, showing all the criteria are met, and 0 is poor, showing none of the criteria are met.

Notebook: Assessing the Effectiveness of a Strategy

This activity may not be evaluated but is required to support your inquiry. Save your work in your Notebook.

Select two strategies that have been designed to promote the language and culture of a group. Some possible strategies include the following:

- sustainable tourism
- locally based festival
- community website
- federal or provincial government policy
- educational practice
- other

The two strategies I have selected are

Strategy One

Ratings* (highlight one)	Evidence
Effective 3 2 1	(5 marks)
Run By Its Own People 3 2 1	(5 marks)
Sustainable 3 2 1	(5 marks)
Efficient 3 2 1	(5 marks)

*Ratings: 3 – to a large extent; 2 – to some extent; 1 – to a limited extent

Strategy Two

Ratings* (highlight one)	Evidence
Effective 3 2 1	(5 marks)
Run By Its Own People 3 2 1	(5 marks)
Sustainable 3 2 1	(5 marks)
Efficient 3 2 1	(5 marks)

*Ratings: 3 – to a large extent; 2 – to some extent; 1 – to a limited extent

Overall, I believe this activity is (check one)

- ☐ highly effective in contributing to sustainable prosperity for all people
- ☐ mostly effective in contributing to sustainable prosperity for all people
- ☐ only somewhat effective in contributing to sustainable prosperity for all people

Explain why you believe this in a paragraph of no less than five sentences.

Scoring Criteria: Assessing the Effectiveness of a Strategy

Teacher Area Scoring Guide - Assessing the Ratings	<i>Your rating chart must offer relevant and convincing evidence for each of the identified criteria. Your explanation should be thorough and thoughtful and should support the rating provided.</i>
5 Excellent	The exploration of the issue is thorough . A perceptive discussion of the significance of the issue and its complexity is developed. Convincing arguments with well-chosen evidence, with relevant examples and good use of vocabulary.
4 Proficient	The exploration of the issue is clear and competent and shows a sound understanding of the issue. One or more good arguments with accurate examples and clear writing.
3 Adequate	The exploration of the issue is straightforward, conventional, and generally clear . An adequate but often generalized discussion of the significance of the issue is presented. Examples may not be entirely convincing. Generally clear writing.
2 Poor	The exploration of the issue is incomplete or lacks depth . The discussion is superficial and lacks development. A vague or confused understanding of the issue may be shown. Arguments based on unsupported assumptions. Examples may be inappropriate or lacking. Writing is unclear.
1 Limited	There is minimal exploration of the issue. Discussion of the significance of the issue and its complexity is disjointed, inaccurate, or vague. Examples are lacking or irrelevant. Writing is confused and ideas are hard to understand.
Score:	Comments:

Module 1: Section 3: Lesson 3: Explore 4

Journal: Promoting Language and Culture

Write a paragraph in response to the following questions. Should Canadians promote language and culture? Whose language and culture? Why or why not?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 3 Challenge

Cultural Identity in the Global Village

Introduction

The issue is should the language and culture of groups in Canada be protected?

1. The group I have selected is

2. This issue is important to the group because
(Include the results of your Cultural Identity Survey from Lesson 2.)

3. This issue is important to my community because

4. The issue is important to Canadians because

5. This issue is important to the global community because

Perspectives on the Issue

6. One perspective on this issue is

7. Another perspective on this issue is

Supporting Evidence

8. The position I support is

9. I support this position because

10. Some sources that support my position include

(List at least three sources, articles, books, magazine, or experts. Include at least one of the websites you reviewed in the Website Analysis assignment in Lesson 3.)

Conclusion

11. I believe that...

12. The following strategies could help this group preserve its identity because...

(List at least two strategies and supporting evidence from the Assessing Strategies assignment in Lesson 3.)

Scoring Criteria: Cultural Identity in the Global Village

	Exploration and Analysis 10 marks	Defence of Rating 10 marks	Communication 5 marks
5 Excellent	<p>You have...</p> <ul style="list-style-type: none"> explored the issue thoroughly with a perceptive consideration for the perspectives of others shown a strong understanding of the effectiveness of a response to the legacies of historical globalization and imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with one or more convincing arguments given evidence that is specific and accurate 	<p>You have...</p> <ul style="list-style-type: none"> written in a fluent, creative, and highly convincing way
4 Proficient	<p>You have...</p> <ul style="list-style-type: none"> explored the issue suitably with appropriate consideration for the perspectives of others shown a clear understanding of the effectiveness of a response to the legacies of historical globalization and imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with one or more appropriate arguments given evidence that is relevant and mostly correct 	<p>You have...</p> <ul style="list-style-type: none"> written in a clear, structured, and credible way
3 Satisfactory	<p>You have...</p> <ul style="list-style-type: none"> explored the issue adequately with suitable consideration for the perspectives of others shown a straightforward understanding of the effectiveness of a response to the legacies of historical globalization and imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with one or more straightforward arguments given evidence that is general or partially undeveloped 	<p>You have...</p> <ul style="list-style-type: none"> written in a generally clear, matter-of-fact way
2 Limited	<p>You have...</p> <ul style="list-style-type: none"> explored the issue superficially with some factual errors, with minimal consideration for the perspectives of others shown a confused understanding of the impact of the effectiveness of a response to the legacies of historical globalization and imperialism 	<p>You have...</p> <ul style="list-style-type: none"> supported your rating with superficial or inaccurate arguments given evidence that is overgeneralized or irrelevant 	<p>You have...</p> <ul style="list-style-type: none"> written in an unconvincing, confused, or ineffective way

1 Poor	You have...	You have...	You have...
	<ul style="list-style-type: none">• explored the issue minimally with little consideration for the perspectives of others• shown almost no understanding of the impact of the effectiveness of a response to the legacies of historical globalization and imperialism	<ul style="list-style-type: none">• supported your rating with few or no arguments• given no evidence or non-specific evidence	<ul style="list-style-type: none">• written unclearly with many errors that interfere with communication
Score	(×2)	(×2)	

